



## Instructional Transition Guidance and Curriculum Mapping

### I. Comparing the Common Core State Standards and the Indiana Academic Standards

The Instructional Transition Guidance documents summarize the relationship between the Common Core State Standards 2010 (CCSS) and Indiana Academic Standards 2006 (IAS) in English Language Arts. They list all of the Common Core Standards from grade 1 through grade 10 and their corresponding IAS standard indicators. This information is provided to assist curriculum personnel and teachers in reviewing existing curriculum in preparation for the transition to the Common Core.

While clear connections between both sets of standards exist, distinctions also are evident. There are differences between the structure and organization of the new standards and the IAS. The CCSS begin with a grade level and then a Domain name such as Reading Literature abbreviated RL where the IAS begins with a Standard number, such as Standard 3. The CCSS follows the RL with a standard number such as 1 (RL.1) where the IAS standard number is followed by an indicator number (3.1). In reading the crosswalk, it is helpful to understand that what the CCSS calls a Domain is what IAS calls a standard and what CCSS calls a standard is what IAS calls an indicator. It is important to keep in mind that this document identifies commonalities between the Common Core standard statements and the IAS indicators, but *these are not equivalent expressions and do not represent absolute alignment*.

### II. How to Use the Instructional Transition Guidance Documents

The Instructional Transition Guidance documents were developed to help educators efficiently compare the Common Core State Standards and the Indiana Academic Standards. The left column lists the Common Core Standards. The middle column identifies the Indiana Academic Standard indicator(s) which most closely correspond with those statements. In some instances there is a single connection, but in others multiple indicators from the IAS are identified as a close match. For some of the Common Core statements, the indicators from higher or lower grade levels were selected as the best connection. In order to inform instructional decision-making, the column on the right of each document describes the relationship between the two sets of academic expectations. In some cases, the Common Core Standard is **NEW**, so teachers should consider whether the skill(s) should be incorporated into instruction immediately while maintaining a viable curriculum. As our state-level Curriculum Council studied this document, examined what they believed was essential to include for the 2011-12 school year, and studied how they would add that to the existing curriculum maps, they recommended adding the new CCSS skills. They believe that this is possible and necessary for student learning. The Indiana Department of Education recognizes that not all students are currently at the same levels of achievement, *so schools and classroom teachers should make this determination* as well.

In most cases, the Common Core State Standard is a more rigorous variation of the Indiana Academic Standard. In these cases, we hope that teachers will push beyond the expectations from Indiana's 2006



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English Language Arts Standards in order to help students develop more sophisticated skills. The Instructional Transition Guidance documents reflect many hours of analysis, and each grade-level has been reviewed by teachers and content experts. Thoroughly understanding the nuances of a complex transition from one set of standards to another is challenging. The Instructional Transition Guidance documents aim to display this information in a comprehensible way that benefits educators in planning curriculum to best prepare their students as thinkers, readers, and writers in general and for ISTEP+ and Common Core assessments specifically.

At the end of each Domain section is a list of Indiana Academic Standard indicators which do not have a match to the Common Core State Standards. These indicators currently appear on our ISTEP+ assessments and still need to be taught through the 2013-14 school year. There are also a few indicators listed under certain Domains which are not essential for future learning and will be assessed only through in-class measures. Teachers and curriculum planning committees may start here in deciding what to take off the plate when beginning to add the expectations of the Common Core.

Because IAS are not equivalent to the Common Core State Standards, the alignment between the two is not perfect and should not be used to re-purpose curriculum and instructional materials. Curricular planning should not be done with the Instructional Transition Guidance documents alone; educators also should plan to use the IDOE curriculum maps which will be available in the spring of 2011. The curriculum maps were designed by the Curriculum Council based on the following:

- their study of Instructional Transition Guidance documents;
- considerations for which standards will best prepare our students as thinkers, readers, and writers;
- careful attention to the wording of learning targets, ensuring that the precise language which is used in the Indiana Academic Standards remained intact in places where ISTEP+ uses that same vocabulary while also considering the skills that will be needed on the future Common Core assessments that are being developed.

The Curriculum Maps provide a model for how to integrate the new aspects of CCSS and IAS as a **starting point** for schools to develop their own curriculum. Based on the considerations described above, the ELA 2011-12 Curriculum Maps start with Indiana's current standards. Added to the maps are:

- New learning targets that are related to existing Indiana indicators, but that add a new skill.
  - ✓ Represented as: CC.9-10.RI.2a Determine a central idea of a text.
- Entirely new standards in cases where the Common Core addresses content not included at all in our current standards. This is most notable in the Reading Informational Text standard.
  - ✓ Represented as: CC.7.RI.3 -- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



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- In some cases the Common Core standard addresses everything in the Indiana indicator and goes beyond. In this case, the Common Core language replaced the IAS language.
  - ✓ Represented as: CC.7.RI.1 (7.2.7) -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core  
Grade 7  
Reading Information  
Standard 1

IAS 7.2.7 is  
being  
replaced by  
CC.7.RI.1

- Indiana's Standard 7, Listening and Speaking, is not assessed on ISTEP+, and, therefore, was completely replaced with the Common Core Speaking and Listening standards. The CCSS Speaking and Listening standards help create the foundation for transforming K-12 Education and should be part of instruction throughout the entire year. The Speaking and Listening standards help to develop the following Principles of Learning:
  1. Being literate is at the heart of learning in every subject area.
  2. Learning is a social act.
  3. Learning about learning establishes a habit of inquiry important in life-long learning.
  4. Assessing progress is part of learning.
  5. Learning includes turning information into knowledge using multiple media.
  6. Learning occurs in a global context.

Future updates to the IDOE curriculum maps may include additional learning targets further deconstructing the Common Core State Standards, additional resources, and sample tasks.

Local curriculum planning teams will also need to evaluate their current instructional materials. While these materials can certainly still be used, they may not meet the full expectation of the standards. Looking at what the lessons are actually asking of students and determining if they need to be modified or supplemented is an important step in the curriculum revision process. Teams will likely also find that there are new expectations for which they have no instructional materials. This is especially true in the Reading Informational Text standards. While current materials will not provide "ready-made" lessons which address these standards, teachers can work together using science, social studies, health, and primary and secondary source materials gathered from our state's free databases and authentic literature to design units and lessons which do address these standards.

Grades 11 and 12 are not included since these grade levels do not currently have a state assessment to which they must align curriculum. Therefore, teachers in these grades can choose either to continue teaching the Indiana Academic Standards for one more year, or they may begin teaching the Common Core State Standards next year. All grade 11 and 12 ELA teachers will be required to teach the Common Core State Standards during the 2012-13 school year. Curriculum maps or other guidance will be provided to them by the spring of 2012.